DOCUMENT RESUME

ED 250 817 EA 017 325

TITLE	Update '84. Results of Initiatives Identified in "Issues and Directions."
INSTITUTION	Ontario Dept. of Education, Toronto.
REPORT NO	ISBN-0-7743-9565-6
PUB DATE	84
NOTE	105p.
AVAILABLE FROM	Publications Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 Canada.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Curriculum Development; Educational Administration; *Educational Assessment; Educational Change; Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; *Enrollment Trends; Finance Reform; Foreign Countries; *Government School Relationship; Multicultural Education; Postsecondary Education; Program Design; *Program Implementation; Teacher Certification; Teacher Education
IDENTIFIERS	Canada; *Ontario; Ontario Department of Education (Canada)

ABSTRACT

In 1980, the Ontario Ministry of education published "Issues and Directions," a set of initiatives drafted in response to the effects of declining school enrollments in Ontario. This publication is a retrospective report, looking back at the initiatives set out in "Issues and Directions" and reporting on their results as of March 1984. After a brief introductory section, the remaining six sections are organized according to the major groupings of information in "Issues and Directions": (1) educational goals, program organization, and curriculum; (2) educational finance, operating grants, and school accommodation measures; (3) the teaching profession, teacher education, certification, and professional development; (4) governance and administration; (5) French-language elementary and secondary education; and (6) anticipating and preparing for the future. Within each section, results are grouped by topic. Summary tables have been included to facilitate the linking of initiative results with the two- and three-starred items of "Issues and Directions." A list of references is provided, along with a guide to acronyms. (TE)

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Update '84

Results of Initiatives Identified in *Issues and Directions*

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EA 017 325

Ministry of Education Ontario
Ministry of Colleges and Universities
Hon. Bette Stephenson, M.D., Minister
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Queen's Park
Toronto, Ontario

Canadian Cataloguing in Publication Data

Main entry under title:

Update '84

Co-published by Ministry of Colleges and Universities.
Bibliography: pp. 91-102.
ISBN 0-7743-9565-6

1. Education--Ontario. I. Ontario. Ministry of Education. II. Ontario. Ministry of Colleges and Universities. III. Title: Issues and directions.

LA418.05U6 1984 379.713 84-093027-5

Additional copies may be ordered from:

The Ontario Government Bookstore
880 Bay Street
Toronto, Ontario
M7A 1N8

(mail orders)
Publication Centre
880 Bay Street, 5th Floor
Toronto, Ontario
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PREFACE

Education in Ontario continues as a large and complex enterprise. It is an enterprise which operates within a multifaceted and changing social environment with which it must interact in a great variety of ways. To cope with complexity and change, while preserving essential continuities, requires careful planning. For successful planning, however, a timely examination of the interactions between the education system and its social context is necessary.

In the mid-seventies, an aspect of the social context that was seen to affect directly many people and to have wide-ranging implications for all was the significant reduction in the numbers of school-aged children. To examine this, the Commission on Declining School Enrolments in Ontario was appointed. Subsequently, in Issues and Directions (published in 1980), the Government set out the results of its analysis of the Commission's recommendations.

The immediate purpose of Issues and Directions was to plan for the effects and implications of declining school enrolments in Ontario. Its larger purpose, not at variance with the immediate purpose, was to bring about measures which would enhance the ability of the education system to be adaptive while, at the same time, preserving those policies and/or procedures which had been effective in enabling the province to achieve its educational goals. Issues and Directions therefore contained a number of concrete initiatives which were designed with both the immediate and the broader purposes in mind. It was an anticipatory document, identifying, on the basis of what was known and could reasonably be expected, planned activities which would enable the education system both to cope with declining school enrolments and to prepare for the future.

This publication, Update '84, on the other hand, is a retrospective report. It looks back to the initiatives that were set out in Issues and Directions as being in progress or proposed and reports on their results in the present, as of March 1984. As such it

reflects a segment of our current reality; it does not describe other actions or events that have occurred since Issues and Directions was published.

Several significant events have occurred since 1980 that are not mentioned in Update '84. Most notable among these, perhaps, was the initiative announced on June 12, 1984 by the Premier: the extension of Roman Catholic schooling to a full range of elementary and secondary education. At the same time, the creation of three commissions was announced: a commission to prepare the planning and implementation of the extension of the Roman Catholic school system; a commission to enquire into the financing of elementary and secondary education in Ontario; and a commission to enquire into the role and status of private schools in Ontario.

The consequences of these initiatives will be far reaching for the Ontario education system. They were conceived in the same spirit as both the Commission on Declining School Enrolments in Ontario and Issues and Directions--as means for examining the complex interactions between education and its social environment and for making plans to cope with increasing complexity and change.

Although it looks back, Update '84 is nonetheless a contribution to planning. In effect, it is a partner to Issues and Directions. By restricting its viewpoint to initiatives outlined in that report, by giving an accurate picture of what the results of those initiatives have been, it provides one base from which future plans may be conceived. Issues and Directions, in June 1980, set out a planning foundation. Update '84 completes the cycle and is a documentary testimonial to the efforts of the education community in Ontario.

Hon. Bette Stephenson
Minister of Education
Minister of Colleges
and Universities

Dr. Harry K. Fisher
Deputy Minister of Education
Deputy Minister of
Colleges and Universities

Results of Initiatives Identified in *Issues and Directions*

Section One

Introduction

In June 1980, the Ministry of Education, Ontario, and the Ministry of Colleges and Universities, Ontario, published Issues and Directions.[1] In that document they presented not only their response to the final report[2] of the Commission on Declining School Enrolments in Ontario (CODE) but also their plans and policies for dealing with a shrinking and changing public education system. Key issues were identified, and initiatives—implemented and projected—were outlined.

It is useful for organizations to pause, every so often, and consider what they have accomplished. Now, four years after the publication of Issues and Directions, it is fitting to review the status of the wide range of initiatives that were described there as being in progress or proposed.

The major part of Update '84 is, therefore, a report of the results of these in progress and proposed initiatives, as of March 30, 1984. The results are organized in six sections, which follow the major groupings of information in Issues and Directions:

- educational goals, program organization, and curriculum
- educational finance, operating grants, and school accommodation measures

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1. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Issues and Directions: The Response to the Final Report of the Commission on Declining School Enrolments in Ontario (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1980).

2. Commission on Declining School Enrolments in Ontario, Final Report: Implications of Declining Enrolments for the Schools of Ontario: A Statement of Effects and Solutions (Toronto: Commission on Declining School Enrolments in Ontario, 1978).

- the teaching profession, teacher education, certification, and professional development

- governance and administration

- French-language elementary and secondary education

- anticipating and preparing for the future

Within each section, results are grouped by topic. In general, the topics are presented in an order parallel to that found in Issues and Directions; however, in some cases a grouping that more appropriately reflects the development of initiatives and the unfolding of events since 1980 has been adopted.

Summary tables have been included to facilitate the linking of the results of the initiatives with the two- and three-starred items of Issues and Directions and the related recommendations of the CODE report.

It is important to note that Update '84 does not attempt to address new education issues that have emerged, nor does it describe the results of activities that have taken place but that are beyond the scope of initiatives identified in Issues and Directions.

Note: Throughout this report, the word "ministry" refers to the Ministry of Education and the word "ministries" to both the Ministry of Education and the Ministry of Colleges and Universities.

Section Two

Educational Goals, Program Organization, and Curriculum

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1. Introduction

The initiatives described in this section have to do with arrangements for the organization and delivery of education services in the elementary and secondary sectors. These initiatives should be seen as having been undertaken in response to two quite different needs. The first of these results from the effects of declining school enrolments. It was to study this particular social condition and its implications for education in Ontario that CODE was established in 1977. Since declining enrolments still affect the provision of education in the province, these initiatives, which were identified in Issues and Directions (the ministries' response to CODE's final report), have not lost their relevance. However, from a broader perspective, there is a need that is to a large extent independent of the particular condition of declining enrolments. This is the necessity for the education system to undertake initiatives that renew and enrich the arrangements it makes for delivering education services. In Issues and Directions, the government took the view that this larger requirement must be a major consideration in the planning and implementation of new activities. It is in terms of both these requirements, therefore, that the initiatives described in this section—and elsewhere in this report—must be seen.

The initiatives described here range from activities which were undertaken as a result of the Secondary Education Review Project (SERP) to activities which relate to the interface between secondary and postsecondary education or to the relationship between school and working life. The first activity deals with the goals of education for the elementary and secondary schools of the province, while the last deals with the continuing development of a system for assessing student achievement and providing information for program evaluation—the Ontario Assessment Instrument Pool (OAIP).

2. Goals and Objectives

For any educational enterprise to have direction, its goals must be clearly articulated. The goals of education for the elementary and secondary schools of Ontario were enunciated towards the end of 1979 and were reiterated by the Minister of Education in the estimates debate[1] of that year. A comprehensive statement of these goals was also included in part 1 of Issues and Directions,[2] providing a reference point for the explanation of current ministry objectives and for the evaluation of the appropriateness of these objectives for the future. These goals are restated in documents such as Ontario Schools, Intermediate and Senior Divisions[3] and "Schools General,"[4] which are described below. In addition, it is intended that future curriculum guidelines will state the goals of education and will indicate how each subject area relates to and supports the various goals.

3. Secondary Education Review Project

A major policy review, the Secondary Education Review Project, was initiated by the Minister in 1980. Based on broad representation from the public and the education profession, the project had as its mandate the development of recommendations for the future of the Intermediate and Senior Divisions of the education system in Ontario.

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1. Ontario, Legislature of Ontario Debates: Official Reports (Hansard), 3rd Session, 31st Parliament, Tuesday, November 13, 1979, pp. S-1213 - S-1215.

2. Issues and Directions, pp. 4-7.

3 Ministry of Education, Ontario, Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984 (Toronto: Ministry of Education, Ontario, 1983).

4. This document has not yet been published.

The ninety-eight recommendations of the Report of the Secondary Education Review Project,[5] submitted to the Minister of Education in October 1981, have been analysed by ministry officials and assessed by many education organizations. Many of these recommendations will be implemented through an extensive curriculum-renewal project; other recommendations remain under consideration. Decisions have been reached on such matters as diploma requirements and preparation for postsecondary education. The government's response to the report is outlined in The Renewal of Secondary Education in Ontario (ROSE).[6] Two additional documents complement this report; they set out the means by which these decisions will be put into effect and provide a basis for curriculum planning.

The first, Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements (OSIS), published in 1984, provides those responsible for students in the Intermediate and Senior Divisions with a statement of program policies and diploma and certificate requirements governing curricula in these divisions. This document takes effect in the 1984-85 school year, Circular H.S.1, 1979-81[7] having been extended by Policy/Program Memorandum No. 62 to cover the 1983-84 school year. OSIS was developed through a consultative process involving the various teachers' federations, school boards, and the public.

The second, "Schools General," will be a foundation document for curriculum in the publicly supported elementary and secondary schools in Ontario. Its purpose is to identify and clarify general

5. Ministry of Education, Ontario, Report of the Secordary Education Review Project (Toronto: Ministry of Education, Ontario, 1981).

6. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, The Renewal of Secondary Education in Ontario: Response to the Report of the Secondary Education Review Project (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1982).

7. Ministry of Education, Ontario, Secondary School Diploma Requirements: Circular H.S.1, 1979-81 (Toronto: Ministry of Education, Ontario, 1978).

curriculum policy and practice now in effect. It will be the basis on which school administrators and teachers will plan curriculum for school systems and schools; it is also intended to be helpful to others in deepening and clarifying their understanding of education in Ontario schools. The draft document is currently being reviewed.

4. Program Planning for Small Secondary Schools

Declining enrolments make it increasingly difficult for schools to continue to offer a broad range of programs. Small, geographically isolated secondary schools are most hard pressed in this regard. Several initiatives are underway that aim at minimizing the decline in range and continuity of programs and at enhancing the breadth and quality of programs available through smaller secondary schools.

The Commission of Inquiry Regarding Small Secondary Schools in Northern Ontario has completed its work. The report of the commission,[8] published in February 1983, deals with program, governance, and finance. The ministry's response to the report of the commission[9] was released in February 1984. Significant initiatives resulting from this are reported in section five of this report.

Experimental projects in the Lake Superior Board of Education on computer-aided learning, the delivery of instructional materials to remote areas, and correspondence education are being evaluated in order to determine their usefulness in meeting the needs of smaller secondary schools. The success of a field trial of the Computer-Managed Electronics for Secondary Schools project has been confirmed. Further

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8. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Report of the Commission of Inquiry Regarding Small Secondary Schools in Northern Ontario (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1983).

9. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Response of the Ministry of Education to the Report of the Commission of Inquiry Regarding Small Secondary Schools in Northern Ontario (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1984).

computer-managed projects for basic and digital electronics are being developed through the ministry's Correspondence Education Unit. The concept of a project-based community school with co-operative (secondary-elementary-community) programs is also being explored by Lake Superior Board personnel and the Correspondence Education Unit, while the possibility of increasing opportunities in arts programs at the senior level is also under discussion.

As well, changes have been introduced in the Education Act[10] that enable a school board to enter into an agreement with a college of applied arts and technology (CAAT) whereby the CAAT will provide adult basic education to persons who reside in the area of jurisdiction of the board.

5. School and Working Life

To prepare young people to enter the world of work with the skills and attitudes that will make them productive and successful requires a closer relationship between school and working life. Among the initiatives undertaken to foster this closer relationship are the extension of Linkage programs, the provision of co-operative education programs, the formation of community industrial training committees, the engagement of additional apprenticeship and skills-training counsellors, and the application of information gained through provincial reviews.

Linkage I is a project that was created to bring about a closer alignment between the content of secondary school courses and apprenticeship programs. Ten trades are involved. School boards report that approximately 15 000 students from Grades 9 to 13 are involved in the program during 1983-84 school year. Linkage II is a

10. This provision, contained in subsection 165a(2), was introduced in Bill 46, 1982, An Act to amend the Education Act.

project intended to align secondary school courses and the certificate and diploma programs of the CAATs. Electronics, welding, drafting, and business studies are included. Curricula for Linkage II are being developed, and pilot tests are underway.

Sixty-six Community Industrial Training Committees (CITCs), defined by geographic boundaries or industrial association, are operating throughout Ontario. Their objectives are: to identify and articulate local training needs, to increase the number of trainees in occupations for which demonstrated shortages exist, to ensure that trainees acquire the skills which will make them employable, and to increase the domestic supply of qualified, skilled workers available to Ontario industry so as to improve the province's productivity and international competitiveness. CITCs are made up of representatives from labour, management, and education.

Twenty-eight Skills Development Division offices, staffed by ninety-two industrial training consultants, are in place throughout the province. Through these offices, the Apprenticeship and Tradesmen's Qualification Act[11] is administered. Consulting and counselling services are provided to institutions, employers, trainees, and candidates for training in all skills development programs, including apprenticeship, alternative and modular training, Critical Trade Skills Training/Employer Sponsored Training, General Industrial Training, the Ontario Career Action Program, Training in Business and Industry, and the Ontario Training Incentive Program. As well as developing and implementing training programs, consultants monitor them to ensure that employers and trainees receive the appropriate funding and that individual employers deliver programs of skills development effectively and efficiently. Consultants also serve as Ministry of Colleges and Universities' representatives and resource persons on the sixty-six CITCs, liaise with CAATs to develop the appropriate institutional components of industrial training, and promote existing and proposed training programs.

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11. Apprenticeship and Tradesmen's Qualification Act. Revised Statutes of Ontario, 1980, chapter 24.

Provincial review reports for Senior Division technological studies[12] and business studies[13] were published in 1981. The reports showed that technical courses of study did not appear to have been updated regularly and that improved links are needed with industry and with the CAATs. The lack of adequate equipment replacement was a theme common to both reviews. These issues are being addressed in the forthcoming business and technological studies guidelines which result from policy outlined in OSIS.

The first part of a new technological studies guideline is being released in 1984. School boards will be required to carry out a review-and-planning activity for technological studies which will focus on issues such as the introduction of new technologies, staff development, resources, and program delivery. Schools will also be required to provide a statement of purpose for their technological studies programs. Drafts, for validation, of the forty-five subject guidelines that make up the second part of the document will be available for review, and final versions are being released during the 1984-85 school year. Individual subject guidelines, including those for the new Ontario Academic Courses (OACs) in digital electronics, computer technology, and fluid power control, are being used on a trial basis during the 1984-85 school year, and final versions will follow later in 1985.

6. Secondary/Postsecondary Interface

The ministries have continued to address the problems associated with the transition of students from secondary school to postsecondary educational institutions.

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12. Ministry of Education, Ontario, Senior Division Technological Studies Program, Provincial Review Report (1978-79), vol. 3, no. 4 (Toronto: Ministry of Education, Ontario, n.d.).

13. Ministry of Education, Ontario, Business Education, Provincial Review Report, vol. 2, no. 11 (Toronto: Ministry of Education, Ontario, n.d.).

In accordance with the terms of the Interface Curriculum Liaison Plan, subject councils in français (Sudbury), English (London and Hamilton), and mathematics (Ottawa) were established as pilot projects for the purpose of evaluating the effectiveness of councils in promoting local and/or regional dialogue in matters of curriculum, program evaluation, teacher preparation, and student evaluation. To date, a positive reaction to the councils has been received from all interface curriculum liaison committees. Co-ordinators are submitting recommendations for the future of the interface project. In addition, liaison arrangements are being established between the Council of Ontario Universities (COU) and the ministry's Education Programs Division, and between the latter and the Committee of Presidents of the Colleges of Applied Arts and Technology. The expectation is that these arrangements will ensure the appropriate involvement of the universities and colleges in the development of OACs and in the other curriculum revisions arising from the SERP project.

The ministries have held discussions with COU on issues related to the development and use of test instruments for the post-admission diagnosis and placement of students. COU has received support from the ministries for the development of a post-admission placement and diagnostic test in English through its Committee on Diagnostic Achievement Testing. This project, which has promoted co-operation among the universities in the development and use of diagnostic tests, currently involves the Ontario Institute for Studies in Education (OISE), Wilfrid Laurier University, Carleton University, the University of Guelph, the University of Ottawa, the University of Toronto, and George Brown College.

A research contract has been let with the COU for the development of a post-admission test in English as a second language for Ontario universities and colleges. The research project was officially launched in the summer of 1983. The pilot instrument, the Ontario Test of English as a Second Language, is ready for field testing in 1984-85.

7. Guidance Services and Career Counselling

The need for accurate and up-to-date information related to careers and education alternatives remains acute. The ministries have developed programs to meet this need.

In 1982, English- and French-language versions of a support document[14] for a guidance program on work and employability skills were sent to all secondary schools. The program provides secondary school students with important job-finding and job-retention skills. In addition, a minimum of twenty hours of guidance instruction is to be provided to students in Grades 7 and 8, beginning in September 1984. A renewed curriculum guideline[15] and a resource document[16] are available. As well, all new curriculum guidelines will have a career education component.

The ministry continues to co-operate with the Ontario Youth Secretariat in sponsoring Career Week. This program is recognized across the province as a way of raising public awareness of the importance of career planning.

The Student Guidance Information Service (SGIS), which previously served students in Grades 9 through 13, was extended in 1961-82 to include students in Grades 7 and 8. The service is available in both English and French. Recent enhancements to the language and format used in the SGIS have made them more appropriate for the use of younger students; as well, occupations have been related to school subjects and a key-word index has been provided.

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14. Ministry of Education, Ontario, Work and Employability Skills Program: A Support Document to Guidance, Senior Division, 1977 (Toronto: Ministry of Education, Ontario, 1982).

    Ministère de l'Éducation de l'Ontario, La Préparation au Monde du Travail: Document d'Appui au Programme - Cadre Orientation, Cycle Supérieur, 1977 (Toronto: Ministère de l'Éducation de l'Ontario, 1982).

15. Ministry of Education, Ontario. Guidance: Intermediate and Senior Divisions, 1984 (Toronto: Ministry of Education, Ontario, 1984).

16. Ministry of Education, Ontario. One Step at a Time: Educational and Career Explorations (Toronto: Ministry of Education, Ontario, 1984).

With funding from the Board of Industrial Leadership and Development (BILD), groups from TVOntario, the Ministry of Education, and the Youth Secretariat have developed a youth-oriented database, based on the SGIS and using Telidon. This has been pilot tested since October 1983 in approximately one hundred schools, libraries, and youth-employment centres across Ontario. The database is now available in English and in French. The pilot projects are continuing throughout the 1984-85 school year, after which final decisions will be made about the most effective way of providing online access to the SGIS database.

8. Continuing Education

Each year more than a million students enrol in credit and non-credit courses in the part-time programs of Ontario's schools, colleges, and universities. The demand for courses is expected to continue to expand in the near future.

As a first step in developing a policy for continuing education, the ministries produced a discussion paper, entitled Continuing Education: The Third System.[17] This paper was used to foster a province-wide discussion of issues. Briefs and responses were collected, and a draft policy was released for further reaction. In March 1983, the ministries released a statement, Continuing Education in the Schools, Colleges, and Universities of Ontario.[18] This statement contains the ministries' framework of goals and objectives for continuing education.

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17. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Continuing Education: The Third System: A Discussion Paper (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1982).

18. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Continuing Education in the Schools, Colleges, and Universities of Ontario (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1983).

Further to this statement, the ministry is developing a curriculum guideline for adult and continuing education. This guideline will provide policy statements as well as suggestions for school boards in the area of general continuing education programs, adult basic literacy and numeracy, and English and French as a second language for adults. A draft is being prepared for validation, and a final document is expected to be ready by the spring of 1985.

Furthermore, references to the education of adults were built into OSIS and will appear in curriculum guidelines, as they are renewed or developed.

9. Correspondence Education

Correspondence education in Ontario has been highly successful in meeting the needs of many thousands of citizens. Through the ministry's Correspondence Education Unit, courses are provided to a broad spectrum of adults who wish to improve their educational standing and to students who are unable to obtain the credits they need at school. Currently, 168 courses in the English and French languages are available to school boards for purchase at cost. During the 1983-84 fiscal year, 18 000 modules were purchased. In addition to the provision of learning materials, a workshop program for training and evaluating tutors has been developed.

The Correspondence Education Unit assists small school boards by developing alternate delivery systems for day-school students. Two courses in electronics at the Grade 11 general level have been designed with a computer-managed delivery system. The first course, Basic Electronics, is being field tested in three schools during 1983-84. A one-week facilitator's workshop is included in the program. As well, the course, Digital Electronics, was introduced in one school in 1983-84, and the field test will be expanded to include three schools next year.

In response to the ministries' objectives for continuing education, the Correspondence Education Unit has initiated additional adult basic education programs and a new program in English as a second

language. The first of four multi-media distance education courses in English as a second language will be available by the end of 1984. The remaining courses are being developed in co-operation with institutions from five other provinces. The adult basic program will be expanded by the addition of eight new courses over the next two years.

Since January 1984, the Correspondence Education Unit has been part of the new Education Technology Division. This signals the ministries' intention of making use of the new electronic technology for distance education.

10. Special Education

Since 1980, when the Education Amendment Act[19] (Bill 82) was passed requiring school boards to provide appropriate programs and services for all exceptional students by September 1985, activities have focused on refining the methods by which special education services are planned for and delivered.

Of considerable assistance in this regard have been the findings from a twenty-one-board pilot study. Using experience gained in these pilot projects and a revised planning guide, school boards prepared their plans for providing special education services and submitted them to the ministry's regional offices in May 1982. These plans were reviewed by regional implementation teams; in turn, letters were sent to every board by regional directors, commenting on the strengths of the plans and on areas in them which needed further study. Each year since then, guidelines[20] to assist boards in the review and

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19. The following are the applicable sections of the Education Act (Revised Statutes of Ontario, 1980, chapter 129): 1(1)21, 1(1)63, 1(1)64, 1(1)68, 8(2), 10(1)5, 10(1)6, 10(1)15iii, 12(4), 12(5), 12(6), 20(3), 32(5), 32(6), 34, 35, 36, 39(3), 47(1), 71, 72, 73, 74(1), 74(2), 74(3), 77, 149(7), 150(1) 38, 166(2), 182, 209(3), and 278.

20. Ministry of Education, Ontario, Guidelines for School Boards in the Annual Review and Amendment of the Plans for the Development of Comprehensive Programs and Services in Special Education (Toronto: Ministry of Education, Ontario, 1982).

amendment of their plans and achievements were issued in the autumn; their reports were reviewed and commented on by regional office teams the following spring. By May 1985, each board will be asked to complete the final amendments to its special education plan and to place on record a statement of its full compliance with the requirements of the Act, as they apply to its particular school system.

Removal of the time-lag between the implementation of new special education programs and the receipt of provincial funds by school boards was completed by December 30, 1980. In September 1982, a new model for funding special education programs and services, based on findings from the pilot study and on recommendations of the Advisory Committee on the Financing of Elementary and Secondary Education, was introduced. Its major characteristics are that it is relatively simple to administer, easily understood, and clearly visible, and that it recognizes the costs involved in providing special education programs and services. Adjustments to the funding model which result from experience, need, and suggestions from various committees (including the advisory committee) continue to be made in order to facilitate implementation of the legislation.

11. People of Native Ancestry

The enrolment of school-age students of Native ancestry in public and separate schools has increased to the point where nearly 50 per cent now attend elementary or secondary schools operated by school boards. The recently released provincial review of Native education[21] substantiates these enrolment findings. School boards will find it necessary to revise their programs and services to meet the educational needs of these students.

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21. Ministry of Education, Ontario, Native Education, Provincial Review Report (1984) no. 1 (Toronto: Ministry of Education, Ontario, 1984).

Amendments[22] to the Education Act have been made to enable a band, a band council, or an education authority to enter into an agreement with a school board with regard to the education of Native students.

With the release of a curriculum guideline for the Senior Division[23] in December 1981, the People of Native Ancestry series of curricular materials is complete for the Primary, Junior, Intermediate, and Senior Divisions. The federal Department of Indian and Northern Affairs continues to share the costs of publications in this series and of programs such as the Native Counsellors' Training Program. This program is being offered at Laurentian University in the summer of 1984. Since it was first offered in the summer of 1977, sixty-four Native people have received the Native Counsellor's Certificate.

12. Third-Language Study

The arrangements for the provision of third-language study at the secondary level for credit purposes have been a major area of examination for the ministry. A new modern-languages guideline is in preparation. It will clarify policy for German, Italian, Spanish, and other modern European languages, the languages of Canada's Native peoples, and eastern and oriental languages. A draft manuscript will be available for study and validation in December 1984. A final draft for approval is planned for June 1985.

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22. The following are the applicable provisions of the Education Act, added and amended by Bill 146, 1982, An Act to amend the Education Act: 1(1)2a, 1(1)19a, 1(1)23a, 8(1)(p), 11(2a), and 165.

23. Ministry of Education, Ontario, People of Native Ancestry, Curriculum Guideline for the Senior Division, 1981 (Toronto: Ministry of Education, Ontario, 1981).

13. Core Curriculum

The core curriculum is specified by the ministry in The Formative Years[24] for the Primary and Junior Divisions and in current guidelines for specific subjects for the Intermediate and Senior Divisions. As the guidelines are revised in accordance with the directions established following the SERP project, the nature of core content and the balance between core and optional content will be readdressed.

The compulsory subjects that constitute the core curriculum requirements for secondary school graduation were outlined in RGSE and are included in OSIS. There will be a single diploma, called the Ontario Secondary School Diploma, which will require a minimum of thirty credits, of which sixteen will be compulsory. This new diploma can be awarded to secondary school graduates commencing in 1986. It will provide for greater consistency in the core curriculum across the province. It is further anticipated that the new OACs (which will be based on a revision of existing Grade 13 courses) will also provide for greater curriculum uniformity across Ontario, not only within the guidelines per se but also by means of the development, through the OAIP, of pools of assessment instruments for each subject. The core content of Grades 7 and 8 is being reinforced both by guideline revision and by the designation, in OSIS, of time allocation among subjects.

14. Curriculum Implementation and Review

The processes of implementation and review are essential if curriculum renewal is to be effective. Review activities are designed to yield information for curriculum modification locally and provincially, as well as to facilitate curriculum implementation.

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24. Ministry of Education, Ontario, The Formative Years: Circular P1J1 (Toronto: Ministry of Education, Ontario, 1975).

Four major types of provincial review are undertaken: reviews of curriculum guidelines (which are concerned with the revision and/or implementation of curriculum guidelines); audits (which primarily involve checking the accuracy of procedures and reporting mechanisms); exploratory reviews; and reviews of school system policies and procedures (which involve monitoring school system practices in curriculum development, supervision, assessment, and reporting). This activity is continuing according to a five-year plan which is updated each year.

A discussion paper on curriculum review, development, and implementation was distributed in September 1982.[25] It defines the curriculum cycle, describes the roles of key people in the process, and details changes in the ministry's operations that are designed to integrate the activities involved in each phase. Reactions to the discussion paper have been received and analysed, and the central ideas will be included in "Schools General."

15. Ontario Assessment Instrument Pool/Banque d'instruments de mesure de l'Ontario

The Ontario Assessment Instrument Pool (OAIP)/Banque d'instruments de mesure de l'Ontario (BIMO) consists of a large collection of questions and methods for assessing student achievement and evaluating school programs in a number of subject areas. Questions in each of the subject pools relate to the ministry's curriculum guidelines. They are presented in a variety of forms, including multiple-choice, matching, completion, ranking, and open-ended questions. Their variety allows users to evaluate all the major skills in relation to the wide range of objectives outlined in the curriculum guidelines.

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25. Ministry of Education, Ontario, Curriculum Policy: Review - Development - Implementation: A Discussion Paper (Toronto: Ministry of Education, Ontario, 1982).

The pool is available as a resource to people responsible for evaluating student performance and programs in the elementary and secondary schools of Ontario. In addition, the OAIP/BIMO concept calls for the publication, where practicable, of performance data (that is, estimates of the number of students likely to answer each instrument correctly) for appropriate instruments in the pool. Performance data are obtained through field trials, where the instruments are administered to a representative sample of students in the grade(s) for which the instruments were designed.

The ministry has prepared, for distribution to school boards, components of thirteen of the sixteen pools originally identified for development: for OAIP, chemistry (Grades 11-13), English (Grades 7-10), Grades 6 and 10 French as a second language, geography (Grades 7-10), history (Grades 7-10), mathematics (Grades 7-10), and physics (Grades 11-13); for BIMO, anglais (Grades 4-6 and 7-10), chimie (Grades 11-13), français (Grades 4-6 and 7-10), géographie (Grades 7-10), mathématique (Grades 7-10), and physique (Grades 11-13). Additional instruments for several of the above pools are being developed. Three pools are under development: mathematics (Grades 4-6), mathématique (Grades 4-6) and histoire (Grades 7-10).

Performance data based on field trials conducted in May 1981 have been collected for two pools: English (Grades 7-10) and mathematics (Grades 7-10). Reports[26] of these trials are available. The data will facilitate studies of changes in student achievement in Ontario by providing baseline data to which future achievement may be compared. The data will also enable teachers and board officials to compare the performance of their students with provincial norms on specific instruments. The results of these trials will be considered when mathematics and English curriculum guidelines are reviewed in the future. Finally, at the provincial level, it is expected that the reports will provide the ministry with an added mechanism by which to meet its accountability responsibilities.

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26. Leslie D. McLean, Report of the 1981 Field Trials in English and Mathematics: Intermediate Division: Ontario Assessment Instrument Pool (Toronto: Ministry of Education, Ontario, 1982).

Field trials were undertaken in May 1983 for physics (Grades 11-13) and chemistry (Grades 11-13) and the results are being analysed now. Field trials for français (Grades 6-10) are under way at this time.

The implementation of the OAIP at the board, school, and classroom levels is the responsibility of individual school boards with assistance from ministry personnel, researchers, and members of subject advisory groups. Materials have been developed, in both English and French, to support in-service training for OAIP/BIMO users. These include a factsheet[27] and a slide-tape presentation[28] containing an overview of the OAIP/BIMO project. For OAIP[29] and BIMO,[30] publications were distributed to enhance the users' awareness of the project's rationale, the content of the pools, and classroom uses of pools. Workshops were organized by a number of jurisdictions to introduce the subject pools as they became available. As well, numerous information sessions have been held in the regions to inform educators in the school systems of the results of the English and mathematics field trials.

Implementation portfolios that include a presenter's guide, speaking notes, and overhead visuals are being developed for some of the subject pools. This material is designed to familiarize teachers with the contents of the pool and with strategies for using the variety of assessment instruments with their students. In most cases, it is

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27. Ministry of Education, Ontario, Research Branch, Answers to Some Basic Questions about OAIP (Toronto: Ministry of Education, Ontario, Research Branch, 1983).

28. Ministry of Education, Ontario, Research Branch, OAIP: Slide-Tape Presentation (Toronto: Ministry of Education, Ontario, Research Branch, 1983).

29. Ministry of Education, Ontario, Ontario Assessment Instrument Pool: A General Introduction (Toronto: Ministry of Education, Ontario, 1980).

30. Ministère de l'Éducation de l'Ontario, Banque d'Instruments de Mesure de l'Ontario: Introduction Générale (Toronto: Ministère de l'Éducation de l'Ontario, 1981).

intended to be used in a series of workshops arranged at intervals over a period of several weeks. This will give participants the opportunity to study the pool in depth and to become familiar with its many applications.

A new but related issue is the province-wide testing initiative announced in the Speech from the Throne in March 1984.[31] As a result of this announcement, the minister has launched a process of consultation with the Provincial Advisory Committee on Evaluation Policies and Practices. This committee will consider briefs and submissions from organizations and individuals and offer recommendations regarding province-wide examinations. This information will assist the ministry to develop and implement a province-wide testing program that addresses the needs of students, teachers, and various constituent groups. The specific directions of province-wide testing will affect the planning for future OAIP/BIMO developments.

31. Ontario, Legislature of Ontario Debates: Official Reports (Hansard), 4th Session, 32nd Parliament, Tuesday, March 20, 1984, pp. 3-9.

Section Three

Educational Finance, Operating Grants, and School Accommodation Measures

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1. Introduction

In Issues and Directions, it was noted that, although overall enrolments would decline by a projected 10 per cent over the succeeding fifteen years, a proportionate reduction in the costs of education would not, for various reasons, occur. At the same time, while the traditional school-age population would decline, there would be an increase by 1991 in the number of people aged 40-64 (from 26 to 28 per cent) and in the number of people over age 65 (from 9 to 12 per cent). The effects of this redistribution of age groups in the population, it was suggested, would be to dramatically affect the costs of services for the aged, especially health costs and the costs of nursing homes and chronic-care facilities. Thus, while the need for publicly funded services would increase in some areas, this increase would not be offset by reductions in other areas. Furthermore, all of this would occur in an environment where the need to contain the provincial deficit, to counter inflation, and to secure the best possible conditions for economic growth in Ontario would place severe limitations on the province's means of acquiring taxation revenues.

It is against this background that the activities and initiatives that are described in this section must be seen.

2. Provincial-Municipal Funding Split

CODE recommended that the taxation of real estate for education purposes be the source of 40 per cent of the total provincial costs of board operations within the ceiling of expenditures recognized for grant purposes.[1] In Issues and Directions the ministry indicated its agreement with this recommendation as a desirable long-term target, but pointed out that economic conditions in recent years had been such that

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1. Commission on Declining School Enrolments in Ontario, Final Report: Implications of Declining Enrolment for the Schools of Ontario: A Statement of Effects and Solutions (Toronto: Commission on Declining School Enrolments in Ontario, 1978), p. 297.

the financial resources necessary to permit the government to move towards achieving the 60:40 provincial-municipal funding split have not been realized.

While it is acknowledged that the government has not moved towards the 60:40 funding split and that provincial sharing has declined in recent years and may well decline further depending on the aggregate demands by all government programs on total provincial revenue, this has not resulted, nor is it likely to result, in an undue burden on the local taxpayer.

From 1970 to 1983, school board expenditure, the general legislative grant (GLG), and local education taxation have all increased at a comparable rate (253.6 per cent, 242.8 per cent, and 265.1 per cent, respectively). These rates of increases are considerably greater than the increase in the consumer price index over the same period (190 per cent). In real-dollar terms, then, the elementary and secondary schools are significantly better financed in 1983 than they were in 1970.

Although local taxation has increased at a somewhat greater rate than have total expenditures and the GLG, the increase in the average educational mill rate from 1970 to 1983 has been 133 per cent, considerably less than the increase in the cost of living. This is because the property tax base has grown by 57 per cent over the same period due to additions to the assessment role. This circumstance, rather than any undue constriction in the growth of the GLG, has been chiefly responsible for the declining provincial share of total costs.

This share is normally calculated by comparing the amount of the GLG in any year with the total expenditure for elementary and secondary education that year. This calculation omits other important provincial contributions, such as the property tax credits in respect of education and provincial payments to the teachers' superannuation fund, which include payment of the employer's share. When these are included, the provincial share (in 1982) rises from 50.4 per cent to 58.5 per cent. Thus, when total provincial contributions are

calculated, the provincial share of elementary and secondary education costs is not significantly lower than the 60 per cent level recommended in the CODE report.

3. Alternative Funding Study of the General Legislative Grant Plan

The success of the current GLG as an instrument for determining the equitable distribution of provincial funds to school boards is under examination. While the present plan is as equitable as possible under current conditions, there are various inequities across the province in the total financial resources available on a per-pupil basis and in the tax burden on citizens receiving similar levels of educational service and owning homes of similar value. The first of these is the result of unequal access by school boards to the province's industrial-commercial assessment; the second results from technical problems in the operation of the assessment-equalization factors.

A model outlining possible changes to the current GLG plan that address these two sources of inequity has been developed by the ministry. Its technical features have been widely discussed with school boards. The Advisory Committee on Financing Elementary and Secondary Education was given the task of reviewing the model and reacting to it, as well as exploring and developing alternative methods of funding education. Major organizations were invited to submit briefs to the advisory committee by October 1, 1983. The findings and recommendations of the advisory committee were submitted to the Minister in the spring of 1984.

4. Capital Restraint

As stated in Issues and Directions, the ministry is determined to ensure that the greatest possible benefit is obtained from the limited capital available. While funds will be needed in areas of growth, the demand for capital for new program spaces, renovations, and alterations remains high.

A new approach to the design of schools, which would provide the greatest possible flexibility both for later expansion and for construction in relation to increases or decreases in enrolment, has been under study for several years. The ministry has discussed with each school board the feasibility of using modular construction for new schools. A number of schools have already been built using this principle, and in 1983 the ministry commissioned its own design for a standard modular classroom. Boards planning to build new schools on the modular principle in 1984 will be given encouragement and financial incentives to use this standard ministry design.

When allocating capital funds for any new project, the ministry now gives prime consideration not only to the need for the project but also to the availability of funds from the sale of surplus properties and from reserve funds.

5. Surplus Sites and Buildings

Declining school enrolments have already created a surplus of classroom space at the elementary school level. The problems associated with disposing of redundant property are complex. Plans by local school boards to close surplus schools have at times been met with community and ratepayer opposition. There have been instances in which a board has been reluctant to transfer a surplus school building to another board needing accommodation or to share facilities with the other board. One major barrier to the disposal of surplus school property has been the perception of some school boards that such disposal would cause them to incur a financial loss as the result of procedures in the Capital Grant Plan. In some instances school boards have used surplus schools in leasing situations that might be considered to be in competition with private enterprise.

While the disposal of redundant school property is the ultimate responsibility of the school board concerned, both the provincial government and the municipal government have direct interests in the disposal of these properties. The disposal of

redundant school property for maximum community benefit, therefore, requires close and sympathetic co-operation among schools, boards, municipalities, and the province.

The ministry has undertaken several initiatives to address the problems associated with surplus school facilities.

In the first place, a set of procedures for identifying, cataloguing, and disposing of surplus sites has been developed, while, at the regional level, an inventory of surplus sites and buildings held by school boards is assembled on a continuous basis. As well, through the memorandum "School Closure Policy for School Boards" (1981: B2-3), the ministry requires boards to develop school closure policies based on criteria established by the ministry and to submit their reports to the regional offices. The procedures to be followed in instances of disputes between school boards over the sharing of school facilities or the transfer of an entire school building have been specified in the memoranda "Sharing of One School Building by Two School Boards: The Surrender of a Complete School Building to Another Board" (1981: B2-1) and "The Management of Accommodation Disputes" (1981: B2-2), effective January 1, 1981.[2]

Subsequent to these memoranda, the Education Amendment Act, 1982 (Bill 46)[3] introduced a provision under which every school board must develop policies setting out the procedures that will be followed prior to the closing of any school. Such policies must conform with the guidelines issued by the minister. Effective January 1, 1983, no school can be closed except in conformity with this requirement. The introduction of these guidelines has removed the need to proceed with legislation respecting the power of the minister to appropriate a

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2. Memoranda B2-1, B2-2, and B2-3 are consolidated in Financial/Architectural Memorandum No. 10: "Use (Including Closure) of School Buildings and Sites" (Revised 1982).

3. The following are applicable provisions of the Education Act: 8(1)(z), and 150(1), paragraph 6; 10(1), paragraph 33.

surplus school building or to establish an inter-governmental committee to discuss the formation of a school board/municipal advisory committee.

And finally, subsection 4(4) of the Education Amendment Act, 1982 (Bill 46) gave the minister the authority to make regulations prohibiting or regulating and controlling any program or activity of a board that is or may be in competition with any business or occupation in the private sector.

Changes have been made to the Capital Grant Plan that provide financial incentives for boards to dispose of surplus assets.

6. Income Generation--Lease or Rental of Secondary School Facilities to Light Industry

The ministry has considered the possibility that secondary school facilities might lend themselves to uses by light industry and that these facilities might be made available to private companies willing to participate in co-operative education programs. One major obstacle to this plan is the fact that current zoning regulations often preclude such arrangements. In consequence, this plan has been rejected.

7. Income Generation--Redevelopment of Urban Properties Owned by School Boards

Because of the growing surplus of school buildings, the ministry has considered it essential that programs be developed to encourage multiple uses of these properties. Discussions related to the redevelopment of specific urban properties owned by school boards are being pursued whenever appropriate. There are several examples of situations in which surplus properties are being developed for uses other than education (e.g., Project School House in the Etobicoke Board of Education, Oak Street Site in the Toronto Board of Education, and Talbot Street School in the London Board of Education). As yet, however, it has not been possible to develop a general program,

although discussion is underway between the Capital Grants Committee of the ministry and officials of the Ontario Association of School Business Officials.

8. Ontario Educational Services Corporation

In Issues and Directions, it was proposed that an agency be established to become involved in education projects outside Canada. The Ontario Educational Services Corporation was established late in 1980 to work in co-operation with the private sector in seeking and executing international projects. The corporation makes available a wide range of services and resources in the education and training fields to assist other countries in the development of their education systems.

The corporation has made an extensive number of contacts both in Canada and abroad; these have included Canadian companies involved in international activity, education institutions, and government agencies. Among its recent activities have been the provision of assistance in developing a technical training school in Bahrain, a fellowship project for training manpower instructors for the government of Malaysia, and language upgrading for air-traffic-control students from Saudi Arabia. A study on the extent of overseas opportunities for Ontario teachers was completed in December 1983.

In March 1984, the corporation was merged with the Ontario International Corporation to become the Educational Services Division of that body.

Section Four

The Teaching Profession, Teacher Education, Certification, and Professional Development

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1. Introduction

For teachers and the teaching profession, the effects of declining enrolments have been severe. As individuals, teachers face job insecurity and a diminished prospect of mobility or promotion. As a whole, the profession cannot at present take in more than a few newly trained and youthful members. In both cases, it might be thought that a static or shrinking education system would be able to offer only very limited opportunities for professional growth and renewal, and that, as a result, the system's ability to cope with change would be impaired. However, while change may create areas of insecurity, it may also bring new challenges and, at times, increased opportunities for growth.

The activities described in this section deal primarily with the status of the teaching profession and opportunities for professional growth.

2. Teachers' Superannuation Act

In Issues and Directions, it was not anticipated that any major changes in the Teachers' Superannuation Act would be forthcoming. However, as a result of the recommendations of the Premier's Joint Committee on Teachers' Superannuation, 1980, the government deemed it necessary to amend the Act in order to address inequities, problems, and other issues, such as the effects of declining enrolments on the teaching profession, that had emerged since the last amendments were made in 1975.

A complete reordering and revision of the Act, incorporating the joint committee's twenty-nine recommendations plus many additional minor amendments, was therefore carried out. Bill 148, an Act to revise the Teachers' Superannuation Act,[1] was introduced in the

1. Bill 148, an Act to revise the Teachers' Superannuation Act. Statutes of Ontario, 1983, chapter 84 (Toronto: Queen's Printer, 1983).

Legislature on December 8, 1983. Royal Assent to the bill was granted on December 16, 1983. This major revision is the first such complete rewrite since the original Act was implemented in 1917.

The amendments fall into three categories: administrative improvements, changes to make the Act consistent with other related acts, and benefit improvements.

The administrative amendments include a change in the composition of the Teachers' Superannuation Commission through the reduction of the number of government appointees from six to five; a provision to allow the commission to administer short-term investments; a provision to limit the liability of the commissioners to that of pension-plan trustees; a provision to establish deadlines for deposits to the fund of teacher contributions: and many minor amendments that eliminate out-of-date, obsolete provisions, references, and wording.

The changes to make the Act consistent with other acts include a provision to adopt the same definition of "spouse" as is used in the Family Law Reform Act and a provision to make exception to the garnishment exclusion in the Teachers' Superannuation Act comply with the terms and conditions for support payments as defined in the Family Law Reform Act. As well, a provision is included to provide entitlement for teachers with less than ten years' service at age sixty-five, in line with the Pension Benefits Act.

The benefit improvements include provisions to change the present "best seven year average" salary calculation to a "best five year average" calculation; to reduce early-retirement pension penalties; to improve interest rates on death benefits; to enact position-sharing schemes; to continue a survivor's allowance after remarriage; to permit the commission to administer supplementary benefit plans provided by a board; and to provide that the Canada Pension Plan offset be calculated on the last three years' maximum pensionable earnings instead of on the last year's earnings.

The legislation also enacts an increase in the matching employer/employee contribution rate from the current 6 per cent to 6.9 per cent (integrated).

Bill 148 comes into force as of September 1, 1984, with entitlement to benefit improvements retroactive to May 31, 1982. No retroactive pension payments will be made, however. As of September 1, 1984, a revised regulation also comes into force to incorporate several of the recommendations made by the joint committee. They include the following provisions: to alter the time-limit method of calculation for direct payments to the fund for qualifying service credits; to increase the number of eligible years of foreign service for buy-back purposes from the current ten years to fifteen; to recognize service in projects of the Educational Services Division, Ontario International Corporation for fund participation; and to outline and detail many administrative and benefit procedures that are authorized by the Act.

This new legislation follows the latest trends in the reform of pension policy. The amendments have been designed to address the problems that declining enrolments have created in the profession by encouraging senior teachers to consider retirement, thus opening positions in schools for younger teachers or for specialized personnel. As well, the changes enact fairer and more equitable treatment for contributors, superannuates, and survivors, while the increase in contribution rates place the fund on a sounder financial base.

The Lieutenant Governor in Council has assigned the administration of the Teachers' Superannuation Act to the Minister of Treasury and Economics, effective September 1, 1984.

3. College of Teachers

The government's view is that the primary responsibility for continued professional development and adaptation to changing requirements must be assumed to a great degree by the teaching profession itself. As

suggested in Issues and Directions, the teaching profession in Ontario has reached a stage of development comparable to that of other established professions, and the time has therefore come for the creation of a college of teachers.

To this end, a ministries' work group was established to review background data on professional associations, assemble an overview of client positions, analyse the responses of teachers' federations and their affiliates, develop a model, and initiate a formal review of the Teaching Profession Act, 1944, with particular reference to the changes that should be made following the creation of a college of teachers. In the June 1983 issue of Education Ontario, a proposal concerning a college of teachers was published.

A number of issues having some relationship to the proposal have yet to be discussed with the Ontario Teachers' Federation and its affiliates, such as professional discipline, the maintenance of standards, and accountability. At present there remain a number of unresolved differences between the federations' and the ministry's positions on this initiative. The Premier has indicated in the Legislature and in letters to the federations that the government would not wish to proceed with the establishment of a college without their agreement. The Ontario Teachers' Federation has not given any indication that new discussions with the government should be initiated.

4. Restrictions in Pre-Service Teacher Education Programs

The Ministry of Colleges and Universities has not restricted the number of students who may enter pre-service teacher education programs because it does not consider that direct or indirect intervention is consistent either with equality of opportunity for the individual student or with the traditional autonomy of the university community. In fact, however, the availability of space and faculty does govern the number of students each teacher training institution can enrol. Moreover, the needs of the marketplace have traditionally affected the

number of applications received. Predictably, enrolments at teacher training institutions have been declining without direct or indirect intervention.

The Commission on the Future Development of Universities of Ontario was established in January 1984 to study the university structure in Ontario, including the colleges, faculties, and schools of education. The commission may address the area of teacher education programs and enrolment. It is expected that the commission will submit its report by November 1984.

5. Establishing Areas of Specialization at the Faculties of Education

Voluntary efforts among faculties of education to establish mutually agreed-upon areas of program specialization are strongly supported by the government and by the teacher training institutions, through the Ontario Association of Deans of Education. The development of areas of specialization among the faculties is an ongoing process; it is occurring in the special education area first, and many of the faculties are currently developing specific areas of special education expertise. For example, the Faculty of Education, York University, has developed a qualifying program for teachers of the deaf, and the Faculty of Education, University of Western Ontario, is working in co-operation with the W. Ross Macdonald School in offering certificated courses in teaching the blind.

After September 1984, no additional qualification courses in special education will be offered in the pre-service year. In their place will be an expanded special education component, which will be a mandatory area of study for every teacher in training. Provision will be made for teachers who wish to take additional qualification courses in special education during the intersession and summer periods.

Among the issues to be considered by the Commission on the Future Development of the Universities of Ontario is the designation of specific universities as centres of specialization.

6. Alternative Means of Professional Growth

Alternative means of professional growth are required in a system in which promotion and mobility are restricted because of the static or shrinking size of the system. The ministry has therefore continued to support and administer programs of educator exchange. In 1984-85, ninety Ontario teachers will be taking part in international and interprovincial educator exchanges. In 1984-85, six hundred teachers will take part in seminars in Europe organized by the ministry.

The ministry has, however, taken the position that the organization and administration of teacher exchange programs should be the responsibility of the Ontario Teachers' Federation. This policy position has been discussed with the Federation and the ministry plans to withdraw from its direct management of the programs beginning with fiscal year 1985-86.

The ministry anticipates that, under the French Language Professional Development Fund, approximately 5500 teachers from 200 schools will receive financial assistance to attend seminars and workshops.

The issue of encouraging boards to adopt term appointments and term contracts for all positions of responsibility beyond the level of basic teacher is currently under review within the ministry.

Section Five

Governance and Administration

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1. Introduction

In a time of uncertain economic growth, when the ability of governments to acquire revenues for funding socially desirable programs is limited, it is especially important that those programs be governed and administered responsibly. As well, there is an increase in the public demand for accountability in publicly funded institutions and programs. Many of the initiatives described in this section have to do with improvements to the means by which the education system may evaluate its performance, thereby rendering itself more accountable to the public that funds it and, no less important, providing itself with information by which its performance may be improved.

At the same time, declining enrolments and changes in the size and location of populations create special needs. Several administrative initiatives are described here which have been designed to meet these needs and prevent inequalities of opportunity which might otherwise occur.

2. School Board Consolidation

Population shifts since the last major cycle of school board consolidations and boundary adjustments have made it necessary for the ministry to re-examine school board boundaries and to recommend changes and consolidations where appropriate. Declining enrolments threaten the continued viability of small schools and small school boards. As well, the ability of small boards to provide support services for special education and for curriculum implementation is limited unless special supporting mechanisms are developed.

Three review areas were designated in northwestern Ontario to identify common concerns and to develop ways of increasing the efficiency of the use of available services and resources. Supervisory officers from the ministry have been working with school board trustees in these areas. In one of them, the Northern District School Area Board has been established to serve four small communities along the Canadian National Railway line. The board has hired a supervising principal to co-ordinate curriculum activities, and a business

administrator. In another, a number of studies of the boundaries of jurisdictions in the area north of Lake Superior have been completed. The Response of the Ministry of Education to the Report of the Commission of Inquiry Regarding Small Secondary Schools in Northern Ontario agreed with the Commissioner that the Lake Superior Board of Education remain the body responsible for public secondary education in its presently defined area. With regard to the third area, the ministry has assembled a number of proposals for restructuring school jurisdictions.

3. Co-operative Direct Services

Declining enrolments intensify the need to ensure that each jurisdiction has access to expertise which corresponds to its special needs and its financial priorities. The following initiatives being undertaken in northern Ontario—primarily in northwestern Ontario—are representative of the kinds of services that can be made available.

An inter-ministerial committee consisting of representatives of the Ministry of Education, the Ministry of Health, and the Ministry of Community and Social Services has formed a Northern Assessment Task Force to ensure that appropriate assessments be given and programs be developed for all students having special needs in northern Ontario. A pilot project involving the co-operation of the three ministries is being conducted in the Thunder Bay District. All agencies of the three ministries dealing with school-aged children are involved.

The Regional Curriculum Council for northwestern Ontario has established a forum for sharing board-produced curriculum resources. The formation of nine area groupings of boards across the region, with direction and co-ordination from the regional office, has enabled smaller boards to share in the development and implementation of curriculum. In addition, the training of local curriculum leaders has been facilitated.

The Co-operative Services Unit of the Umfreville District School Area Board operates under a manager, the director of the Atikokan Board of Education, who is seconded for 30 per cent of his/her time from that position. Fourteen district school area boards are involved in sharing the costs of a number of services, which include educational program services, financial services, special projects identified by boards, plant maintenance, and the Territorial Students' Program (which assists students from isolated areas to attend secondary schools).

As a result of the Response of the Ministry of Education to The Report of the Commission of Inquiry Regarding Small Secondary Schools in Northern Ontario, support for small secondary schools in northwestern Ontario has been increased. Program councils have been formed by boards east and west of Thunder Bay and a curriculum person has been seconded for each area served by a council. In addition, two curriculum persons are being seconded to the regional office to provide direct services to small secondary schools in the region. The ministry has also introduced an "additional provision" within the current small-secondary-school weighting factor to increase funding by approximately one million dollars during 1984-85 for small remote secondary schools in the northern part of the province.

The Ministry of Northern Affairs has committed up to one million dollars each year for a minimum of three years for capital projects associated with small remote secondary schools in the north.

4. Collective Negotiations

The ministry initiated, in 1979, a formal external review of the School Boards and Teachers Collective Negotiations Act, 1975. The Commission to Review the Collective Negotiation Process Between Teachers and School Boards completed its review and submitted its report[1] to the

1. Commission to Review the Collective Negotiation Process Between Teachers and School Boards, Report (Toronto: The Commissior, 1980).

Minister in the summer of 1980. Reactions to the report were collected and then reviewed by an internal committee of the ministry. Draft legislation to amend the Act was prepared, and discussions were carried out with various interest groups.

The Municipality of Metropolitan Toronto Amendment Act, 1983 (Bill 127),[2] which received Royal Assent on February 23, 1983, put into effect one of the ministry's major proposals in that it established the requirement that the Metropolitan Toronto School Board and the six boards of education within Metropolitan Toronto negotiate jointly with their elementary and secondary school teachers on the salaries and financial benefits of teachers and on the method by which the number of teachers to be employed by a board is determined. This, together with the Inflation Restraint Act,[3] which has had a substantial impact on the process of school board-teacher collective negotiations, has extended the time lines for the modification of the School Boards and Teachers Collective Negotiations Act.

5. Staff Performance Appraisals

The ministries have established the system of managing by results as an integral part of their internal-management processes. This system, together with a results approach to performance appraisal, gives managers a tool that permits the delegation of responsibilities with a wide degree of freedom of action. At the same time, the control necessary in managing public affairs is not sacrificed. Progress has been made in the definition of objectives and results. Improvement of results indicators is being sought. The performance-review process takes the form of regular individual performance appraisals.

To address the question of the relevance of such practices to schools and school systems in Ontario, an advisory group which included

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2. Bill 127, an Act to amend the Municipality of Metropolitan Toronto Act. Statutes of Ontario, 1983, chapter 9 (Toronto: Queen's Printer, 1983).

3. Inflation Restraint Act. Statutes of Ontario, 1982, chapter 55 (Toronto: Queen's Printer, 1982).

representatives of the Ontario School Trustees' Council (OSTC), the Ontario Teachers' Federation, the Ontario Association of Education Administrative Officers, the Francophone community, the separate school community, and the ministry developed requests for research proposals on performance appraisals at the school board level. Subsequently, three projects were contracted: a survey of current practice related to performance appraisal in Ontario school boards; a review of relevant practices in other jurisdictions and analogous organizations; and a study of future requirements for performance appraisals, including the development of specifications for appropriate performance-appraisal systems in Ontario. All three projects are scheduled for completion by the autumn of 1984. A fourth study and development project is nearing completion. It involves the production of a new, formative, multi-trait, multi-rater technology for the performance appraisal of school superintendents and principals.

These studies should provide a common information base for discussions, negotiations, and decision-making by the parties most responsible for, and most affected by, performance appraisal. The work of the advisory group will be to ensure that the studies are unbiased, comprehensive, up to date, and accessible. In addition, the advisory group will form the nucleus of a network to help with the dissemination of this information.

6. Supervisory Officers and Principals

Rapid evolution in the actual tasks and functions of principals and supervisory officers led the ministry to propose a review of current practice and policy concerning the ministry's control over the certification of personnel. A review of the supervisory officers' examination and the principals' course has been completed. A report, Training and Certification of Principals and Supervisory Officers in Ontario: A Perspective for the Future,[4] was published in 1982.

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4. Robert F. Thomas, Training and Certification of Principals and Supervisory Officers in Ontario: A Perspective for the Future, Review and Evaluation Bulletin, vol. 3, no. 4 (Toronto: Ministry of Education, Ontario, 1982).

External responses to this report were solicited and an internal committee examined the report and reviewed the responses. The ministry's policy position was published in January 1984 in the document The Training and Certification of Principals and Supervisory Officers: The Way Ahead.[5] Reviews of principals' courses and of business supervisory officers' qualifications, as promised in The Way Ahead, have been undertaken, and revisions made to the summer 1984 principals' course. A review of the duties of supervisory officers as set out in the Education Act will be undertaken in 1984-85.

7. Provincial Programs and Systems Evaluation

The ministry continues to emphasize program and system evaluations at both the provincial and local levels. A variety of approaches is being used to accelerate the process of information gathering and reporting for the provincial reviews, including the use of better instruments and the requirements that reports be more concise. It has been determined that the OAIP may not be a practical instrument for this kind of evaluation. The results of provincial reviews[6] continue to be published and distributed throughout the province. Their findings are shared with regional education councils, regional curriculum councils, and, in some instances, with individual boards. The results of the reviews are used for policy revision and development and linkages with strategic planning are being considered. Changes in provincial policies or practices which result from these reviews are announced by memoranda or through the ministries' quarterly publication Education Ontario.

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5. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, The Training and Certification of Principals and Supervisory Officers in Ontario: The Way Ahead (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1984).

6. For a listing of provincial review reports, see pages 91-100.

8. Local Programs and Systems Evaluation

In 1972, the ministry began pilot testing local co-operative-evaluation projects and subsequently expanded the programs as a result of the experience of these pilot tests. A total of forty had been completed by the end of 1983. Two research studies were carried out in 1976 and 1978 as meta-evaluations of the co-operative-evaluation model, and improvements were made to the process. Now known as the Co-operative Evaluation and Development of School Systems (CEDSS), the model is designed to examine four components of a system: purpose, people (roles), program, and products.

Funding for the CEDSS projects is determined by the regulations of the general legislative grants. In addition, the ministry provides school boards which conduct CEDSS projects with the services of a project co-ordinator and additional resource personnel.

A brochure and other promotional materials have been produced that highlight the main features of the CEDSS model. A guide to implementation has been printed for use by the personnel involved in the operation of the CEDSS projects. Some instruments to be used during the evaluation phase have been developed; others have been revised. OAIP materials are beginning to be used for the sampling of student achievement as part of the "product" phase of the review.

An increasing number of school boards have chosen to conduct CEDSS projects during the past two years, and at present the number of projects is limited only by the availability of financial and human resources.

9. Consultative Committee on Evaluation

In Issues and Directions, the ministry proposed to establish a consultative evaluation committee to advise on matters relating to the implementation and use of the OAIP and on general aspects of provincial evaluation policy. The Provincial Advisory Committee on Evaluation

Policies and Practices was established in 1981. The membership of this committee includes representation from numerous professional associations and constituent groups as well as from the ministry.

The committee provides a vehicle for communication between its members and the Minister regarding ministry evaluation programs, policies, and practices and the concerns of the groups represented. It also acts as an advisory and consultative body to the minister regarding provincial policies and needs related to evaluation.

Over the past three years, the committee has forwarded a number of recommendations to the Minister on issues related to the OAIP and to co-operative reviews. These recommendations have provided valuable input to the ministry in setting directions and refining programs.

The advisory committee is continuing its study of the performance appraisal of education personnel and is involved in the development of a ministry policy on province-wide testing.

10. Annual Reports by School Boards

The ministry proposed in Issues and Directions to amend the Education Act, 1974, in order to ensure that school boards report to the electorate on a regular basis. With the passing into law of the Education Amendment Act, 1982,[7] the chief executive officer of a school board is required to make an annual report to the board. Although this requirement does ensure that the chief administrator will report to the board, it does not require that the board itself will report to the electorate on a regular basis. Further amendment to the Education Act is being studied with a view both to providing some flexibility concerning when the report is to be presented to the board and to ensuring that the report is made available to the public.

7. The applicable section of the Education Act, Revised Statutes of Ontario, 1980, chapter 129, is 253(3).

11. Powers and Duties of School Boards

The ministry has proposed that the powers and duties of school boards be reviewed and that amendments to the Education Act be developed in order to ensure that school boards assume additional responsibilities with regard to accountability. It is important that the accountability procedures developed avoid duplication of effort and that the requirements for reporting be based on a consistent set of principles. In March 1982, the Minister received from the Provincial Advisory Committee on Evaluation Policies and Practices recommendations that each board be required to conduct a systems review during a five- to fifteen-year cycle and that this review follow the principles of the CEDSS model but not necessarily the details of the process. To date, no legislation has been introduced to require cyclical systems reviews; however, the proposals remain under active consideration.

12. Role of Trustees

Three issues related to the role of trustees were identified for the ministry's consideration in Issues and Directions: the restructuring of the provincial association of trustees; the role of the individual trustee; and the feasibility of establishing school committees of trustees and parents with powers defined in legislation to share in the governance of individual schools.

A committee composed of ministry personnel and representatives of each of the associations of the OSTC and other key organizations was established. The committee prepared a paper entitled The Role of the School Trustee,[8] which was submitted to the Minister in May 1981 and released for public discussion. Subsequently, a research project to review the legal and corporate role of the school trustee was commissioned.

8. Ministry of Education, Ontario, The Role of the School Trustee: Report of the Committee to Examine the Role of the School Trustee (Toronto: Ministry of Education, Ontario, 1981).

One recommendation of the committee's report received immediate response. The Education Amendment Act, 1982 (Bill 46)[9] included an amendment to allow school boards to establish trustees' allowances beginning in the term following the November 1982 municipal elections. The Ontario government's restraint program has had some effect on the actions taken under this amendment by limiting the allowable increase in 1983 to 5 per cent. The committee gave support to the concept of parental involvement at the school level but recommended that no legislated requirement be made for parent/school committees. The OSTC has petitioned the Minister to amend the Ontario School Trustees' Council Act. The amendment would create a new organization called the Federation of Ontario School Trustees' Associations. To date the Act has not been amended.

13. Delivery of Social Services

Concerns about pressures on school boards to assume social service roles that are not part of their current mandate led the ministries to establish various mechanisms to facilitate co-operation with other ministries and agencies and to ensure compatible and complementary program delivery. These interministry initiatives have been taken in relation to specific activities in which more than one provincial or local government agency might be involved. In addition to ongoing liaison on a wide range of areas of common interest, several specific projects should be noted.

Discussions have been held with the Ministry of Community and Social Services and the Ministry of Health during the development and implementation of the special education legislation. The Provincial Implementation Committee for Special Education has representation from the Ministry of Community and Social Services. Linkages occur at several policy and operational levels. There has also been considerable

9. The following are the applicable sections of the Education Act, Revised Statutes of Ontario, 1980, chapter 129: 74(6), 153(2); 167(1), (1a), (1b), and (2); and 270(1).

discussion with the Ministry of the Attorney General and the Ministry of Community and Social Services during the development of the proposed amendments to the Education Act which are concerned with the habitual absence of students.

An interministry committee was established in 1981 to examine the provision of assessment services to students across the northern regions of the province. Another interministry work group was established in 1981 to ensure consultation during the development by the Ministry of Health of the Immunization of School Pupils Act, 1982, and the Health Protection Act, 1982. The Interministry Committee on the Provision of Health Support Services in school settings, with representatives from the ministries of Education, Health, and Community and Social Services met frequently in 1983, and prepared recommendations which have been adopted by the government to deal with such health services.

A co-operative initiative, related to the development and implementation of a series of support documents[10] on energy, has involved representatives of the Ministry of Energy and the Ministry of Education, who have met frequently during the past seven years.

In addition, the Interministerial Committee on Child Abuse was formed and has been responsible for considerable discussion and action related to the legislation on child abuse.

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10. For a listing of support documents on energy, see pages 91-100.

Section Six

French-Language Elementary and Secondary Education

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1. Introduction

In Issues and Directions, the government reiterated "its intention to ensure that the children of its francophone communities receive, at both the elementary and secondary levels, quality French-language education programs in a context and in an environment that both recognizes and respects the distinctive characteristics of their culture and thus contributes realistically to the linguistic and cultural objectives held by Ontario's francophone citizens."[1] The initiatives described in this section support the government's intention.

2. Mixed Secondary Schools

The ministry has continued to pursue the implementation of the policy announced by the Minister on October 5, 1979, that is directed at ensuring the provision of a complete range of programs in the French language at the secondary school level in an atmosphere that provides the desired cultural reinforcement and support. At the time of the minister's announcement there were twenty-six homogeneous French-language secondary schools in the province.

Since the announcement of the policy, six boards of education have established French-language secondary school entities. One new homogeneous French-language secondary school has been established by the Carleton Board of Education, bringing the total number of Ontario schools of this type to thirty-two.

There are thirty mixed secondary schools. No changes are projected for seventeen of these, while thirteen plan to increase the range of the French-language courses that they offer.

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1. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Issues and Directions: The Response to the Final Report of the Commission on Declining School Enrolments in Ontario (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1980), p. 56.

The ministry continues to monitor each local situation through its regional offices in order to ensure that French-language education goals are being met. To this end, the regional office will review situations where local boards have chosen to maintain their mixed schools rather than to establish French-language secondary school entities.

3. French-Language Services

Numerous initiatives designed to encourage the availability and accessibility of high-quality French-language services and education programs have been undertaken by the ministry. The ministry is helping teachers provide education programs in the French language by making French-language consultative services available and accessible. Eleven teachers and other professionals were seconded to work through the regional offices for the ministry-funded French Language Consultative Services in 1983-84. In addition, the consultative services of an additional twenty teachers are being shared among co-operating boards.

Measures have been continued to provide students in French-language schools with greater access to French-language textbooks and support materials. The ministry has committed more than $10 million to the development and provision of French-language textbooks and other learning materials through subsidies for more than 400 projects. In addition, the development of exemplary French-language computer software is being funded.

The ministry has also been successful in accelerating the release of its own French-language documents, such as curriculum guidelines.

The ministry recognizes the great need for French-speaking students to be exposed to and involved in French-language student exchanges and cultural activities. In 1983-84, a considerable number of schools participated in cultural activities and had exchanges with French-language schools in either Ontario or Quebec.

BIMO, the French-language equivalent of the OAIP,[2] is a resource designed to assist those in French-language education who have the responsibility for evaluating student performance and the effectiveness of programs. The ministry had published eleven sets of BIMO instruments by March 31, 1984. Sixteen more sets are planned for publication by mid 1985.

All Intermediate and Senior Division students enrolled in publicly supported French-language or mixed schools now have access in the French language to the SGIS.

In January 1983, a Review and Evaluation Bulletin, Elementary and Secondary French-Language Education in Ontario,[3] was distributed. It contains a list of the approved recommendations resulting from a comprehensive review of the ministry's French-language program conducted by an internal committee. The ministry is proceeding with the immediate implementation of these recommendations. Four additional ministry committees have been established to review and evaluate, on a permanent basis, all aspects of French-language education, including the allocation of funds.

In February 1983, the Minister announced that in French-language schools five credits in français (including two Senior credits) and one credit in anglais/English will be required for the new diploma resulting from the SERP recommendation. This places Canada's official languages on precisely complementary standings in the French- and English-language secondary schools (i.e., in English-language secondary schools, five compulsory credits in English and one in French are required for the diploma; in French-language schools, five compulsory credits in français and one in anglais/English are required).

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2. For further details, see References, pages 91-100.

3. Ministry of Education, Ontario, Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario", Review and Evaluation Bulletin, vol. 4, no. 1 (Toronto: Ministry of Education, Ontario, 1983).

In March 1983, the Government of Ontario released for discussion A Proposal in Response to the Report of the Joint Committee on the Governance of French Language Elementary and Secondary Schools.[4] The government proposed to recognize the right of every French-speaking student to an education in the French language, to require school boards under certain conditions to establish minority-language sections consisting of trustees elected by minority-language electors, and to enable the Minister to take appropriate action when a school board does not accept the recommendations of the Languages of Instruction Commission of Ontario. On November 30, 1983, representatives of the twenty boards of education affected by the proposal met with the Premier and the Minister. It was agreed that a committee be created consisting of ten trustees representing the twenty boards to review the proposal and submit a report outlining various models for the governance of minority-language education. Subsequently, in February 1984, the Report of the Minority-Language Governance Study Committee to the Government of Ontario was submitted to the Premier. It was sent to the twenty boards for their reactions.

In August 1983, the Ontario Government directed four questions to the Ontario Court of Appeal, under the authority of the Constitutional Questions Act. These questions pertained to the current French-language education provisions of the Education Act. Subsequently, the Court of Appeal ruled that certain provisions of the Education Act relating to French-language education in Ontario have to be amended to be consistent with the Charter of Rights and Freedom. [On June 27, 1984, Bill 119, its provisions having been brought into conformity with the decisions of the Court, was introduced to implement the proposal of March 1983 with respect to extending to French-speaking people the right to receive their education in the French language regardless of numbers.]

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4. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, A Proposal in Response to the Report of the Joint Committee on the Governance of French Language Elementary and Secondary Schools (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1983).

In addition to the issue of governance, other aspects of French-language education, have been under study by the ministry for some time. Further consideration and consultation on all of these issues are taking place over the summer of 1984.

Section Seven

Anticipating and Preparing for the Future

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1. Introduction

The three groups of activities described in this section reflect the ministries' desire to anticipate and prepare for the future. The first describes initiatives in strategic planning which attempt to provide decision makers with future perspectives on present and intended programs and policies. The second comprises a range of initiatives which attempt to ensure that all the ministries' data gathering, monitoring, research, review, and analytical activities contribute to and support their systematic planning processes. The third provides specific examples of the ministries' initiatives in the face of one of the most significant conditions of our time: technological change.

2. Strategic Planning

The identification and analysis of strategic issues is a critical component of the ministries' planning process. This thrust is twofold: at the senior management level, the development of a corporate view of issues is assisted by the creation of forward or strategic perspectives; at the day-to-day level, decision makers need to be conscious of the future impact of today's decisions.

Currently the first phase of the ministries' strategic planning process has been completed. In the first phase, the Strategic Planning Task Group (SPTG) was established with representatives from all divisions in the ministries. Its primary task was to identify and analyse a number of long-term issues which might affect learning and education in Ontario. As well, in the course of its work, the SPTG conducted study projects, prepared occasional papers, held seminars for ministries' staff, and made presentations to various groups in the larger education community. In the final task of phase one, the SPTG prepared a synthesis and interpretation of the findings of its work.

It is expected this will lead, in phase two, to the preparation of a statement of broad corporate directions and priorities, and that this statement will in turn provide an important context for divisional and branch planning. It may also provide the basis for a communication program aimed at encouraging public

discussion on future issues affecting learning in the province. The major objective of this second phase, however, will be the establishment of a more comprehensive approach to planning in which both strategic and operational components are fully integrated.

3. Activities to Support Planning

The following represent a variety of initiatives which are being undertaken to support the ministries' planning process.

A corporate information policy, designed to ensure that the most effective and efficient use would be made of the extensive corporate data resources of the ministries, was implemented in 1981. As tools for information-resource management, a guideline for data collection activities[1] and a guideline for data release activities[2] were issued in 1981 and 1983 respectively. With the introduction of a wider range of information technology in the ministries, the need to update the policy and its supporting implementation material has become evident. A revised policy will be available by late 1984. In addition, a new organizational entity, the Information Systems Branch, was formed in December 1983 to take maximum advantage of the potential uses of the new technology.

A computerized system to support decision making and to facilitate policy development and analysis, the Education Information System (EIS) has completed its first year of development. A committee to support EIS, with representatives from all program areas, has been formed. With the introduction of the EIS approach to information

1. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Information Resource Management Guideline: Data Collection Activity (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1981).

2. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Information Resource Management Guideline: Data Release Activity (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1983).

management and access, the ministries have put into effect a data administration function. The corporate Data Dictionary[3] identifies 2000 data elements used in the ministries' information and operational systems.

To provide access to a wide range of information, an Information Centre was established in 1980 by the amalgamation of the libraries of the Ministry of Education and the Ministry of Colleges and Universities. The centre selects, acquires, organizes, and delivers information in a variety of ways. Vital to the provision of information is the extensive range of reference and computer-search services. A comprehensive current-awareness program includes the selective dissemination of information, a service geared to the information needs of individual clients, and a daily newspaper-clippings service which informs staff of events in education and of public opinion in education issues. A monthly information newsletter, the routing of current journals to staff, and an interlibrary-loan service enhance and complement the other topical and daily services provided to the staff of the ministries.

The ministries fund research in education through the contractual research program. As well, the Block Transfer Agreement with the Ontario Institute for Studies in Education (OISE) provides funds for research. The OISE-Ministry of Education Block Transfer Agreement was signed in January 1980 to ensure that the block grant is used for research in areas designated by the ministries as educational priorities. The procedures established as a result of this agreement have been used to negotiate four annual agreements with OISE (1981-82, 1982-83, 1983-84, and 1984-85). At the end of each funding period, OISE provides the ministries with descriptive reports and evaluations of all projects.

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3. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Management Information Systems Branch, Data Dictionary (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, irregular).

The ministries are developing a broad-spectrum approach to evaluation, which will make explicit their policies and intentions regarding evaluation and clarify the roles in evaluation of each partner in the school system. In addition to evaluation systems such as the OAIP, CEDSS, and the provincial review program, survey systems have been developed for the postsecondary level. Data collected through the Survey of Employment of University Graduates are of interest to planners within the universities and the Ministry of Colleges and Universities, as well as to students. First conducted in 1980 to trace the experience of 1979 graduates, the survey was repeated in 1983. Results are contained in the report Employment Survey of 1982 Graduates of Ontario Universities: Summary Report[4] and in a follow-up Ministry of Colleges and Universities research report entitled Employment Survey of 1982 Graduates of Ontario Universities: Report of Major Findings.[5] For the colleges, useful information about postsecondary graduates (graduates from diploma and selected certificate programs, excluding apprenticeship areas) is being collected annually through the Ontario College Information System; results are available in the Ministry of Colleges and Universities' publication Graduate Placement Report.[6]

4. Technological Change

The ministries continue to be involved in the development and delivery of computerized information resources and the provision of information services for internal use and for external groups. As well, major initiatives related to the application of microtechnology in the classroom are being pursued.

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4. C. K. Davis, M. A. Denton, and A. A. Hunter, Employment Survey of 1982 Graduates of Ontario Universities: Summary Report, Review and Evaluation Bulletin, vol. 4, no. 7 (Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1983).

5. C. K. Davis, M. A. Denton, and A. A. Hunter, Employment Survey of 1982 Graduates of Ontario Universities: Report of Major Findings (Toronto: Ministry of Colleges and Universities, Ontario, 1984).

6. Ministry of Colleges and Universities, Ontario, Graduate Placement Report (Toronto: Ministry of Colleges and Universities, Ontario, annual).

The Educational Computing Network of Ontario (ECNO) makes possible the effective delivery of data processing services to the education community of Ontario through common equipment, system software, and administrative software developments. This has resulted in a considerable saving for the education community. Twenty-three school boards use ECNO services directly; four more school boards are committed to join in 1984-85. These boards provide computer services to some fifty-five smaller boards; thus 60 per cent of the secondary students in Ontario are being served. As well, the ministry supports and distributes two online interactive systems: financial administration and student administration; and six "batch" systems: payroll, personnel, integrated student administration, student scheduling, SGIS, and bus-transportation management. During 1984-86 a new online interactive payroll/personnel system is being developed.

Other developmental initiatives involving ECNO are being pursued in 1984-85. Ways for developing a firm financial base for ECNO are being reviewed. The management of ECNO by its participating school boards is being increased. ECNO's capacity for serving small school boards through "turnkey" type administrative systems is being enhanced. The ability of ECNO to support and utilize microcomputers in the classroom and to integrate this capability with other ECNO services is being developed. And, finally, work is continuing on the provision of a data communications network which has the potential to be universally accessible by all school boards, the ministries, TVO, OISE, and other education institutions.

Curriculum guidelines related to computer studies have been revised in accordance with the policy emerging from ROSE. The new computer studies curriculum guideline[7] will come into effect in September 1985 and will supersede Data Processing, Curriculum RP-33, 1966; Elements of Computer Technology, Senior Division, 1970;

7. Ministry of Education, Ontario, Computer Studies: Curriculum Guidelines for the Intermediate and Senior Divisions (Toronto: Ministry of Education, Ontario, 1983).

Informatics, Intermediate and Senior Divisions, 1972; and Computer Science, Senior Division, 1970. The ministry consulted with representatives in the field to ensure the relevance of the guideline to current technology and to current business and industrial needs. This process is ongoing, as is discussion with publishers with regard to the development of appropriate resource materials. An implementation team has been working to provide resource materials and in-service seminars across the province. The development of an OAC in computer studies will be undertaken.

Regular liaison continues with TVOntario. A recent area of co-operation was the development and delivery of the TVOntario's Academy on Computers in Education. The first presentation of the academy in 1983 attracted more than 10 000 participants, the majority being classroom teachers. The academy continues to be well received in Ontario and a French-language version has been developed with the co-operation of the Quebec Ministry of Education for use with francophones in Ontario, Quebec, and New Brunswick. The series has been sold to twenty-six public broadcasting stations in the United States and will be distributed commercially. A second major project, involving the collaboration of the federal Department of Communications, has been the investigation and piloting of the educational uses of Telidon. This has involved the creation of a database, which includes the ministry's SGIS.

Information on education and technology is shared with the education community through meetings and ministry publications. In order to facilitate this, the ministry has established close links with organizations such as the Educational Computing Organization of Ontario.

A broad range of activities related to the introduction of microtechnology in elementary and secondary classrooms in Ontario has been initiated by the ministry. In 1981, the Provincial Advisory Committee on Computers in Education was formed with representation from the ministry and eight provincial professional associations. It formally reported to the ministry in July 1983. Comments on the

report[8] from provincial organizations and through discussions at regional education councils were received throughout the autumn and winter of 1983-84, and a provincial position on the comprehensive recommendations in the report is being developed. In addition, arrangements for ongoing consultation have been made so as to ensure that the best possible technical advice on microcomputers is available to the ministries. The Computers in Education Project Group of the ministry co-ordinates the work of the advisory committee and other related computer initiatives. The regional offices have also established regional computer committees.

The Computers in Education Project Group has been involved since September 1981 in the monitoring of six pilot schools in order to assess the impact of computers on students and on curricula, as well as to develop evaluative criteria for computer-based learning materials. As a further means of assisting in the development of computer-based learning materials, a call for proposals for the development of exemplary materials was issued in March 1982. From more than 500 submissions, fifty-seven projects[9] were selected for funding. A process to monitor these projects and ensure that their products are suitable in pedagogy, content, and computer use is in place. Forty-six projects were completed by March 1984, and the software is being distributed to all school boards through the Ontario Educational Software Service operated by TVOntario.

An interprovincial investigation[10] of ways to facilitate the sharing of information on courseware and lessonware has been completed. A formal subcommittee of the Council of Ministers of Education, Canada, is now meeting to establish a procedure for sharing the information.

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8. Ministry of Education, Ontario, Computers in Ontario Education: Final Report of the Provincial Advisory Committee on Computers in Education (Toronto: Ministry of Education, Ontario, 1983).

9. For a list of the projects, see Ontario Ministry of Education Policy/Program Memorandum No. 71.

10. JEM Research, Educational Software: A Canadian Plan for Information Sharing (Victoria, B.C.: JEM Research, 1982).

Standards for and methods of cataloguing and indexing the software are being explored.

Criteria for the evaluation of learning materials and evaluation instruments for use by teachers and school boards are under development.

The ministry has announced its intention to assist the private sector in the development of quality software that meets ministry guidelines. BILD funds for education software development, totalling $1.6 million in 1983-84 and $5 million in 1984-85, have been committed for this purpose, and a new call for proposals issued. The ministry has announced that the value of education software development programs will reach $10 million annually by fiscal 1986. Research is in progress on a variety of issues, including the effects of creative software packages such as LOGO. Extensive study is underway to develop an appropriate licence agreement for the use of educational software by all education institutions in Ontario and a marketing strategy for the sale of Canadian-produced materials beyond the borders of Ontario.

The ministry has worked closely with Canadian industry to ensure that there is at least one Canadian-produced microcomputer available to meet educational requirements. To this end the ministry, in March 1983, placed a $10 million conditional order with a Canadian company, CEMCorp, to have it develop and supply microcomputer systems which would meet the functional requirements of the ministry. The company has successfully developed prototypes, which were evaluated in Ontario schools from November 1983 to March 1984. The ICON/LEXICON system was approved and installations are taking place during the 1984-85 school year. Other vendors are eligible to submit their products for evaluation against the same benchmark tests.

In March 1983, memoranda,[11] detailing many of the ministry initiatives related to computers in education, were released to the

11. Ministry of Education, Ontario, Policy/Program Memoranda nos. 67-73 (Toronto: Ministry of Education, Ontario, 1983).

attention of all directors of education and principals of schools. These memoranda included information on functional requirements for microcomputers, special funding arrangements, the new computer studies curriculum guideline, educational software development plans, and factors to be considered in local planning. They also outlined plans to introduce second-generation microcomputers which would meet the ministry's functional requirements to schools throughout the province. Details of the funding arrangements were distributed to school boards in January 1984.

Effective January 1, 1984, an Education Technology Division under the leadership of an Assistant Deputy Minister was formed within the ministries to focus on the increasing impact of technology on education. The new division consists of three units. The School Board Services unit will continue the development and management of ECNO. While continuing to provide administrative applications, the unit will become a means of co-operatively providing a wide range of education-related computer services to school boards. A second unit, the Computers in Education Centre (growing out of the former Computers in Education Project Group), will be involved with the future development of hardware and software for educational purposes and with the curriculum matters associated with the use of microcomputer applications in education. The third unit is the Correspondence Education Unit, which is increasingly experimenting with the use of technology in the delivery of its materials to individual students and remote schools.

Conclusion

In 1980, Issues and Directions set out quite specific directions for education in Ontario. Update '84 shows where we are in terms of what was suggested at that time and marks a point from which future directions can be determined.

In several areas, accomplishments have been significantly greater than expected; in other areas events have not been as anticipated and different routes have been taken towards our objectives.

Nonetheless, our larger goal remains, as it was stated in Issues and Directions:

> . . . the final criterion by which every action or proposal should be judged is whether it will assist us in marshalling our energies and resources to best sustain and improve the contribution that public education can make to the development of the child.[1]

When the results of Update '84 are measured against this standard, it is clear that a great deal has been achieved. The ministries recognize that without the co-operation of the wide range of individuals and organizations who share a commitment to education in Ontario, this would not have been possible.

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1. Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, Issues and Directions (1980), p.i.

Appendices

Appendix 1

RESULTS OF INITIATIVES

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
SECTION 2		
Goals and Objectives		
Goals to be underlined in OSIS, "Schools General," and curriculum guidelines.	2.1.1	107
Secondary Education Review Project (SERP)		
98 SERP recommendations analysed.	2.2.1	4
Decisions reached on diploma requirements and preparation for postsecondary education. Related policy outlined in ROSE.		
OSIS in effect 1984-85.	2.2.3	4
"Schools General" drafted.	2.2.3	4
Program Planning for Small Secondary Schools		
Commission investigating small secondary schools in the north completed report.	2.3.1	13, 23
Experimental projects in the Lake Superior Board being evaluated.	2.3.1, 2.3.2	13, 23
Changes in the Education Act enable school boards to make agreements with CAATs regarding the purchase of adult basic education programs.	2.3.3	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
School and Working Life		
More than 15 000 students involved in Linkage I during 1983-84. Curricula for Linkage II developed, and pilot tests underway.	2.4.1	5
66 CITCs operating; local labour-market surveys performed.	2.4.2	
28 skills development offices operating, staffed by 92 industrial-training consultants.	2.4.3	
Issues raised in 1981 provincial reviews to be addressed in revised guidelines for technological studies and business studies.	2.4.4	
Secondary/Postsecondary Interface		
Subject councils in français, English, and mathematics established.	2.5.1	1
Pilot projects set up in Sudbury, Hamilton, London, and Ottawa.	2.5.1	1
COU received support to develop post-admission placement and diagnostic test in English.	2.5.2	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Guidance Services and Career Counselling		
English- and French-language versions of support document for guidance program sent to all secondary schools.	2.6.1	8
Renewed curriculum guideline and resource document available	2.6.1	8
Ministry sponsors Career Week in co-operation with Ontario Youth Secretariat.	2.6.4	8
SGIS extended to Grades 7 and 8 students and made available in French as well as English.	2.6.5, 6.3.8	8
Youth-oriented database developed by TVOntario and the ministry based on SGIS and using Telidon, now being piloted in 100 schools, libraries, and youth employment centres.	2.6.5	8
Continuing Education		
Continuing Education: The Third System released.	2.7.1	5
Ministries' policy statement Continuing Education in the Schools, Colleges, and Universities of Ontario released March 1983. Curriculum guideline for continuing and adult education being developed.	2.7.2	5

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Correspondence Education		
Large increase in use of correspondence education materials (available to school boards on a cost-recovery basis).	2.8.1	5
Project to develop two electronics courses for small schools initiated in 1981; both being field tested in 1983-84. Adult basic education programs being expanded; multi-media distance education courses in English as a second language being developed.	2.8.3	13
Special Education		
Bill 82 passed.	2.9.5	31
Legislation requires school boards to provide special education programs and services for all exceptional pupils by September 1985.	2.9.2	29
Mechanism for funding special education programs reviewed.	2.9.4	29
People of Native Ancestry		
Amendments made to the Education Act to facilitate involvement of Native persons in their children's education.	2.10.1	9

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Senior Division curriculum guideline for development of credit courses in Native studies released.	2.10.3	7
64 Native people certified in the Native Counsellors' Training Program since its inception.	2.10.3	7
Third-Language Study		
Modern-languages guideline in preparation.	2.11.2	25, 27
Core Curriculum		
Core curriculum to continue to be stated in The Formative Years for Primary and Junior Divisions and in OSIS for Intermediate and Senior Divisions.	2.12.2	3, 4
Curriculum Implementation and Review		
Four types of provincial reviews undertaken.	2.13.1	67
Discussion paper defining the curriculum cycle and related roles released; reactions received; central ideas to be included in "Schools General."	2.13.2	67

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Ontario Assessment Instrument Pool/Banque d'instruments de mesure de l'Ontario		
13 of 16 pools originally identified for development distributed. Pools remaining to be distributed: mathematics (Grades 4-6), mathématique (Grades 4-6), and histoire (Grades 7-10).	2.14.1, 7.3.5	3
Additional instruments being developed for existing pools; performance data for physics and chemistry (Grades 11-13) being analysed. Additional field trials planned.	2.14.3	
Performance data on instruments for English (Grades 7-10) and mathematics (Grades 7-10) available from 1981 field trials. Reports available.	2.14.3	
Data from field trials to be used when mathematics and English guidelines revised.	2.14.4 2.14.5 5.9.2 5.9.3	
OAIP: A General Introduction, 1980 and BIMO: Introduction générale, 1981 published.	2.14.2	
A pamphlet, OAIP: Answers to Some Basic Questions, and a slide-tape presentation on OAIP published.	2.14.2	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Implementation packages and users' manuals being developed for each subject pool.	2.14.2, 2.14.3	
Workshops set up and subject pools introduced as they became available.	2.14.2	
SECTION 3		
Provincial-Municipal Funding Split		
60:40 provincial-municipal funding split not realized.	3.3.2	101
Alternative Funding Study of GLG Plan		
Advisory committee assigned task of reviewing model that outlined possible changes to current GLG plan.	3.6.1	100
Capital Restraint		
Design for a standard modular classroom commissioned. Boards to be given financial incentives to use the design concept.	3.7.3	99

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Funds from the sale of surplus properties now a consideration when capital funds for new project allocated.	3.7.4	99
Surplus Sites and Buildings		
Inventory of surplus sites and buildings held by school boards now assembled at the regional level on a continuous basis.	3.7.4	99
Ministry memoranda describe provisions for school closures.	3.8.2	99
Ministry memoranda deal with disputes between boards over the use and disposition of surplus properties, effective January 1981.	3.8.1, 3.8.5	69, 99
Education Act amended to require boards to develop policies prior to closing a school.	3.8.2	99
Legislation enabling the minister to appropriate a surplus school building not necessary.	3.8.1	99
Intergovernmental committee to discuss the subject of the use of school buildings to benefit the total community not required.	3.8.5	99

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Legislation prohibits or regulates and controls board activities that may be in competition with the private sector.	3.8.4	
Changes to Capital Grant Plan.	3.8.3	
Income Generation--Lease or Rental of Secondary School Facilities to Light Industry		
The possibility of leasing or renting secondary school facilities to light industry rejected because of difficulties with zoning regulations.	3.9.2	
Income Generation--Redevelopment of Urban Properties Owned by School Boards		
Discussions related to the redevelopment of urban properties owned by school boards being pursued.	3.9.3	
Ontario Educational Services Corporation		
Ontario Educational Services Corporation involved in several large overseas projects. In March 1984, merged with the Ontario International Corporation.	3.9.1	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Study completed on the extent of opportunities for Ontario teachers to undertake assignments in various parts of the world.	4.6.3	
SECTION 4		
Teachers' Superannuation Act		
Major amendments to Teachers' Superannuation Act passed.	4.2.1	63, 82, 83, 84
College of Teachers		
Ministry proposal published in Education Ontario, June 1983.	4.2.2, 4.3.1 4.3.2, 4.5.1	35, 39, 59
Restrictions in Pre-Service Teacher-Education Programs		
Government continues not to restrict the number of students who may be enrolled in pre-service teacher-education programs. Issue may be addressed by Commission on the Future Development of the Universities of Ontario.	4.4.1	35, 36, 37, 38, 39, 40, 41, 44 61, 65
Establishing Areas of Specialization at the Faculties of Education		
Issue studied by Ontario Association of Deans of Education and the Commission on the Future Development of the Universities of Ontario.	4.4.2	30

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Expanded special education component to be in place and mandatory for every teacher in training by September 1984.	4.4.2	30, 31
Alternative Means of Professional Growth		
90 teachers to take part in international and interprovincial educator exchanges in 1984-85 and 600 in seminars in Europe.	4.6.1	85
Funding request from approximately 200 schools to be dealt with under the French Language Professional Development Fund.	4.6.1	
Issue of encouraging boards to enter into term contracts under review.	4.6.2	50
SECTION 5		
School Board Consolidation		
3 areas of northwestern Ontario reviewed in regard to school board consolidation.	5.1.3	1, 2
Report of the Commission of Inquiry Regarding Small Secondary Schools in Northern Ontario received, and ministry response prepared.	5.1.3	1, 2

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Co-operative Direct Services		
Area groupings of boards, and co-operative direct-services unit established in Northwestern Ontario Region.	5.2.1, 5.2.2	1, 2, 14, 26, 71
Collective Negotiations		
Report of the Commission to Review the Collective Negotiation Process Between Teachers and School Boards received.	5.3.1	86, 87
Royal Assent received for Municipality of Metropolitan Toronto Amendment Act (Bill 127), February 1983.	5.3.3	78
Staff Performance Appraisals		
System of management by results and a results approach to performance appraisal established within the ministries.	5.4.1	
4 research contracts funded for investigation of modes of performance appraisal.	5.4.2	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Supervisory Officers and Principals		
Review of supervisory officers' examinations and principals' courses completed; The Training and Certification of Principals and Supervisory Officials: The Way Ahead published; review of supervisory officers' duties as set out in Education Act underway in 1983-84.	5.5.1, 5.5.2	
Provincial Programs and Systems Evaluation		
Means of information gathering and reporting of provincial reviews improved.	5.7.2, 5.7.3 5.7.4, 7.3.4	3
Local Programs and Systems Evaluation		
Co-operative reviews encouraged and funds made available. Procedures refined and users' guidelines prepared.	5.8.1, 5.8.2 5.8.3, 5.8.4, 7.3.4	3, 71, 73
Consultative Committee on Evaluation		
Provincial Advisory Committee on Evaluation Policies and Practices established.	5.10.1	
Annual Reports by School Boards		
Chief executive officer of a school board now required to make an annual report to the board. Further amendment to Education Act being studied.	5.11.1	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Powers and Duties of School Boards		
Proposals for mandatory reporting by school boards developed.	5.12.1	
Role of Trustees		
Role of school trustees reviewed.	5.13.1	32
Future provincial trustees' association discussed.	5.13.1	70
Delivery of Social Services		
Number of inter-ministry activities underway related to specific initiatives.	5.14.1	32
SECTION 6		
Mixed Secondary Schools		
6 new French-language secondary entities established since 1979.	6.2.1	
French-Language Services		
11 teachers and professionals now working for French Language Consultative Services through regional offices.	6.3.2	2, 71
Consultative services of 20 teachers shared among co-operating boards.	6.3.2	2
$10 million allocated for development of French-language learning materials; development of exemplary French-language computer software also being funded.	6.3.4	6

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Release of ministry's French-language documents accelerated.	6.3.5	
Schools participated in cultural activities and had exchanges with French-language schools in either Ontario or Quebec.	6.3.6	
11 BIMO packages released.	6.3.7	
All Intermediate and Senior Division French-speaking students have access to SGIS in the French language.	2.6.5, 6.3.8	
Elementary and Secondary French-Language Education in Ontario published January 1983; A Proposal of the Joint Committee on the Governance of French-Language Elementary and Secondary Schools published March 1983; four questions pertaining to current French-language education provisions of the Education Act directed to the Ontario Court of Appeal August 1983.	6.3.5, 6.2.1	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
SECTION 7		
Strategic Planning		
First phase of the strategic planning process completed; occasional papers, seminars, and a synthesis of its findings prepared by the SPTG; proposals made for the next phase of the strategic planning process.	7.2.1, 7.2.2, 7.3.10, 7.4.1	
Activities to Support Planning		
Corporate information policy implemented in 1981; information resource management tools now available.	7.3.8, 7.5.2	
EIS committee established.	7.3.7	
Information Centre services provided to staff of ministries.	7.3.9, 7.3.3	
Ministry of Education - OISE Block Transfer Agreement in place.	7.3.2	
Survey systems developed--Employment Survey of Graduates of Ontario Universities and Graduate Placement Report.	7.3.4, 7.3.5	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
Technological Change		
23 school boards directly using ECNO; two on-line interactive software applications made available.	7.5.1	
Curriculum guideline related to computer studies revised; will come into effect in September 1985.	7.5.4	
Ministry co-operated with TVOntario in the development of the Academy on Computers in Education.	7.5.3, 7.5.5, 7.5.6	
Information shared and liaison established with education community and key organizations.	7.5.3, 7.5.5, 7.5.6	
Provincial Advisory Committee on Computers in Education, regional computer committees, and micro-technology committee formed.	7.5.3, 7.5.5, 7.5.6	
Computers in Education Project Group established.	7.5.3, 7.5.5, 7.5.6	
Impact of computers in 6 pilot schools monitored.	7.5.3, 7.5.5, 7.5.6	

Summary of Results	Issues and Directions Two-Star and Three-Star Initiatives	CODE Recommendation Number(s)
57 projects funded for the development of exemplary computer-based learning materials.	7.5.3, 7.5.5, 7.5.6	
Interprovincial study of standards for and methods of cataloguing and indexing courseware and lessonware undertaken.	7.5.3, 7.5.5, 7.5.6	
Software evaluation criteria and evaluation instruments under development.	7.5.3, 7.5.5, 7.5.6	
Research into effects of creative software such as LOGO underway.	7.5.3, 7.5.5, 7.5.6	
Development of Canadian-designed educational micro-computer.	7.5.3, 7.5.5, 7.6.5	
Series of policy/program memoranda released March 1983 outlining ministry plans to introduce a micro-computer into every school in the province.	7.5.6	
Education Technology Division formed, January 1984, with 3 units: School Board Services, Computers in Education Centre, and Correspondence Education.	7.5.3, 7.5.5, 7.5.6	

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Appendix 3

ACRONYMS

BILD	Board of Industrial Leadership and Development
BIMO	Banque d'instruments de mesure de l'Ontario
CAAT	College of applied arts and technology
CEDSS	Co-operative Evaluation and Development of School Systems
CITC	Community Industrial Training Committee
CODE	Commission on Declining School Enrolments in Ontario
COU	Council of Ontario Universities
ECNO	Educational Computing Network of Ontario
EIS	Education Information System
GLG	General Legislative Grant
OAIP	Ontario Assessment Instrument Pool
OISE	Ontario Institute for Studies in Education
OSIS	Ontario Schools, Intermediate and Senior Divisions (Grades 7-12): Program and Diploma Requirements, 1984
OSTC	Ontario School Trustees' Council
ROSE	Renewal of Secondary Education
SERP	Secondary Education Review Project
SGIS	Student Guidance Information Service
SPTG	Strategic Planning Task Group